

2018-19 Wellness Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

1. **Our mission** of the Skyline College Wellness Program and our Massage Therapy Certificate is to inspire mindful and sustainable health and well-being associated with lifelong learning and wellness.
2. **Our goal** with our Massage Therapy Certificate, within the Wellness Program, is designed to provide students and professionals alike with well-rounded, current, entry-level knowledge, skills and academic depth necessary for massage therapy positions that bridges academics and real-world proficiencies in a variety of settings. This is aligned with Skyline's cultivating a culture of innovative, creative, and entrepreneurial spirit which is truly dedicated to providing our students with innovative curriculum with well-rounded quality of education, increased student marketability, and economic viability.
3. **Empowering students** with curriculum promoting student success and expanding individual perspectives integrating global worldviews. This embraces cultural diversity, preserving cultural heritage, traditional knowledge and philosophies with which they are based. These are foundational principles of holistic/integrative health associated and lifelong wellness. This reflects our profession, student/faculty demographics, our community, spa/clinical environments and various integrative healthcare therapists/professionals our students will be working with and collaborating. These perspectives prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society.
4. **Prepare students for personal and professional success** in different aspects of their lives beyond college and we feel these all represent the mission, vision and values of Skyline College.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Cassidy Ryan, COSM/WELL Coordinator

Dr. Ronda Wimmer, Professor, Wellness Program

Dr. Kate Egan, Adjunct Faculty, Wellness Program

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

1. Some students struggle with out of pocket expenses (ExamCoach, books, massage table)

- a. ExamCoach – The renewal for our ABMP membership is \$150 per year paid by the department.
This membership allows us to provide the student with ExamCoach at a cost of \$75 for 18 months. This eliminates a cost barrier for the students fairly inexpensively for the school.
- b. Books – implemented online texts when possible; however, this is a very specific profession currently with limited OEI resources.
- c. Table – solution - group discounts through specific companies can be implemented and students buy tables through Craigslist as well.

2. Student Access to open lab outside of class

- a. Solution – implemented open lab during designated hours.

3. Curriculum refinements – these are always part of the process to see what works and what could be better. Bottom line programs can always be better. *Timeline: ongoing

- a. Solution:
 1. Curriculum build around National standards developed by a coalition of industry professionals (Entry Level Analysis Project (ELAP) The Core: Massage Therapy Entry-Level Blueprint for industry standards) implementation associated with hands-on application within 28% meets recommendation.
 2. Our 2016/2017 scheduled hours was aligned and met this 28% recommendation.

4. MBLEx Implementation – on par with National massage therapy entry-level standards in 47 other states - 45 of which accept MBLEx (most common exam taken) for their entry-level exam.

- a. Under the BUSINESS AND PROFESSIONS CODE SECTION 4600-4621 - 4600.5: “(a) It is the intent of the Legislature that this act enable consumers and local governments to more easily identify certified massage professionals, provide for consistent statewide certification and oversight of massage professionals, ensure that schools approved by the council that are teaching massage provide a high level of training, assist local governments and law enforcement in

meeting their duty to maintain the highest standards of conduct in massage establishments by vetting and disciplining certificate holders, provide for a self-funded nonprofit oversight body to certify massage professionals, and ensure full compliance with, and execution of, the requirements of this act.”

- b. MBLEx drives academic depth beyond CAMTC minimum requirements – this exam is clinical/therapeutic based aligned with health care. These are our professional standards! This is not any different than a Physical Therapy Assistant Program, Occupational Therapy Assistant Program, Athletic Training Certification, Nursing, Physical Therapy, Surgical Technology, Respiratory Care among many others requiring passing an exam associated with entry-level standards before entering the profession.
- c. There are many schools with students not passing the MBLEx.
 - i. In part because the instructors themselves do not have the education to teach to the academic rigor now expected as part of the MBLEx. This is due to the varying education levels (70 hrs – 900 hrs) implemented in the Bay Area. Thus, the academic rigor of the instructor also represents this population.
 - ii. To some degree test taking anxiety.
 - iii. Students intimidated by this exam.

5. Target marketing advertising

- a. Requesting institutional support in this effort: publicity, web page enhancements that is aligned with other CTE programs websites and specific program representation institutionally, update information, meet CAMTC compliance, update faculty specific within WELL, addition of program specific PSLO's, Q & A section addressing changes in regulations over the past few years, among others.

6. Website Update, Enhancements, Informational Restructure

- a. Currently our website still does not meet professional standards, our scope of practice and is not in CAMTC compliance.
- b. Marketing - this website is suppose to be the hub for accessing accurate information about our WELL Program. So far for the past four years, especially since 2016, this has been challenging since barriers have been placed on making changes to this website. This is problematic because if LOAD is an issue then advertising is a major factor and our website is the first place for accessing this information regarding this program for our students and anyone else interested in learning about our WELL Program.
- c. Departmental alignment with COSM, as if it is one program, is confusing for our students in finding courses, faculty, and specific inquiry related to the changes in laws that have taken place statewide

and within local municipality. The goal is to create ease and efficiency in navigating our WELL Program to get quick information. This currently is not the case as this website contains inaccurate and inconsistent information confusing for anyone wanting to gain information about this program.

- d. It is imperative to understand that colleges and universities, nationally and internationally, also reference our website for students applying to a 4 year college/university and/or graduate schools, and/or private schools, students moving to other states to meet that states specific requirements, students continuing their education at other CAM/Integrative Medicine schools and want to identify the students foundational knowledge. The reality for our profession is that academic expectations associated with health care professions are not “perceived” as equivalent to cosmetology professions and this negatively impacts our students, recruiting of students, and success of our program.
- e. This is because many academic programs, especially those that are impacted, want students to identify, as part of their application process, what other related experience these applicants acquired in addition to the presented degree. Massage therapy is pursued by many of our students because it is directly related to various health care professions. Primarily due to palpation, assessment skills, injuries and manual therapy treatment strategies.

7. Scope of practice

- a. There is a dis-connect within this department regarding scope of practice and external regulations that govern associated implementation and limitations. These lines are and have been blurred in this department prior to my arrival. For our WELL Program this dis-connect creates a major barrier regarding the standards and implementation of “massage” through the lens of the cosmetology profession. Massage is “perceived” as equivalent within this department, division, and administration. Legally they are not via scope of practice, professional standards, and State/local laws. This has been challenging for the WELL Program to rise above this embedded “perception” for the past 4.5 years. This is evident with advertising, our website, departmental implementation and organization, tenure track committees (cosmetologists considered discipline experts for our profession), titles for our temporary lab assistants as “COSM Aide” yet cosmetology is not part of our scope of practice nor professional standards, and identified as distinctly different by State/local laws. The CAMTC School Approval Renewal Application process was implemented with the same assumptions, of a cosmetology program, rather than what is specific to our profession.

- b. This poses a dilemma for our Wellness Program if the goal is to increase LOAD since this directly impacts our enrollments, student success, student readiness and success of this program. We can collaborate and make a 'win-win' situation for the department's success; however, this mentality needs to be addressed and clarified as it is a professional standards and scope of practice legality dictated by state/local laws.
- c. We are requesting institutional support and budget from administration specific for the WELL Program that is in line with our profession, scope of practice state/local laws in order to be student ready.

8. Address issues of disproportionate students

- a. Males – our percentage of males has grown. We credit this to updated course titles.

9. Distance education

- a. Solution – implemented availability of hybrid and online courses WELL 760, 742, 765 for the past year.

10. Strengthen Equity and Social Justice

- a. We empower students with curriculum promoting global worldviews embracing cultural diversity, preserving cultural heritage, traditional knowledge and philosophies with which they are based. These are foundational principles of holistic/integrative health associated and lifelong wellness. This reflects our profession, student/faculty demographics, our community, spa/clinical environments and various integrative health care therapists/professionals our students will be working with and collaborating. These perspectives prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. These valuable skills promote student success in genera as well as sustainable health and wellness associated with lifelong learning.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

1. Productivity: Program LOAD, and Enrollments

| | Program | | Face-to-Face | | Online | |
|-------------------------------|-----------|------------|--------------|-----------|-----------|-----------|
| | 2016/2017 | 2017/2018 | 2016/2017 | 2017/2018 | 2016/2017 | 2017/2018 |
| LOAD | 290 | 411 | 290 | 377 | 468 | 590 |
| Sections | 18 | 17 | 18 | 13 | 6 | 3 |
| Enrollments | 133 | 204 | 127 | 107 | 139 | 104 |
| Certificate Completion | 0 | *14 | | | | |

a. **LOAD** has decreased and increased at two year intervals over the past 5 years associated with a number of variables – for the 2017/2018 year our load increased.

- Previous years offered higher number of online sections than what was offered 2017/2018.
- Online courses were added in Spring 2017 that had not been offered in the previous year
- Although LOAD has increased these are variables that directly impact our LOAD:
 - i. CAMTC requirements and MBLEx academic rigor.
 - ii. CAMTC lapse in approval status.
 - iii. Website – needs to be updated to contain accurate information, meet CAMTC compliance, represents our scope of practice, professional standards and State/local laws. Currently, this website reflects our program as a cosmetology program – literally.
 - iv. Advertising in general – needs to be beyond high school, health and career fairs, and cosmetology professions (beauty and skin care). Our professional standards and scope of practice are inclusive with health care and identify our profession as such.

b. Program Enrollments

- Program enrollments have increased overall.
- Gender enrollments - continue to be female dominated.

2. *Certificate Completion Rates

a. **Enrollments specific to the Massage Therapy Certificate**- moving into Fall 2017 we saw an increase in enrollments with 19 students

which is in-line with National enrollments in massage therapy programs for public institutions at 19 students.

- b. **Completion rates - caveat** – there was a curriculum transition in the WELL Program Massage Therapy Certificate due to restructuring of the curriculum to meet the increased academic standards. This took place during 2016/2017 academic year - going from a 2 semester program 2014/2015 (WELL 701/702) & 2015/2016 (WELL 701/702) to a three semester program that ended during the summer for 2016/2017 & 2017/2018 academic years. This is significant because the three semester program ends in summer 2017. My understanding the 2016/2017 certificate completion rates are identified in the 2017/2018 academic year. Hence, why 2016/2017 completions show there were no students that completed the program.

3. External Factors specially affecting the Massage Therapy Certificate enrollments:

- a. **California Laws changed associated with the massage profession and CAMTC certification.** CAMTC certification is required in San Mateo County by local municipality to gain employment. Transition with the new CAMTC certification guidelines implemented in Jan 2015.
- b. **School approval application process** started in April 2015 to gain CAMTC school approval status by July 2016 now required for CAMTC certification. So enrollments during 2016/2017 did drop, across California, directly related to transition of school approval implementation. Certainly, for our program, this impacted our massage therapy certificate as we did see an increase in student enrollments in both the overall program and within the massage therapy certificate 2017/2018 cohort. Completion rates dropped because the program moved from a 2 semester program into a 3 semester program ending during the Summer. The significance is summer is associated with the new academic year. Completion rates will post in the next academic year (2016/17 cohort completions identified in 2017/18 academic year).
- c. **Students required to pass the MBLEx** (Massage and Bodywork Licensing Exam) – an entry-level exam with clinical/therapeutic foundation regardless of work environment.

1. **Update MBLEx requirements - CAMTC Newsletter Vol 2 Issue 3 October 2018** - “Sept 19, 2018, the Governor signed SB1480 into Law. Among other things, this bill changes the Massage Therapy Act so that starting January 1, 2019 through December 31 2020, passage of a CAMTC approved exam will not be required fro CAMTC Certification. Passage of a CAMTC approved exam will again be required for CAMTC Certification beginning January 1, 2021.”

- d. **Enrollments have dropped throughout California** as a direct result of new laws and requirements to gain CAMTC certification, and school

re-approval application process. The impact in the Bay Area - many counties on the peninsula require CAMTC certification to gain employment including San Mateo County.

- e. **Schools are being held accountable for students MBLEx pass rates** within 10% of the National first time pass rates.
 - f. **Lapse in school approval status**– department administration did not turn in application by the required deadline.
 - 1. CAMTC Policy and Procedures: 6/23/16 (subsequent updates have remained the same) - " Under "Eligibility for Approval" pg 1 - In order to receive and maintain CAMTC school approval, a massage school, and any CAMTC approved satellite and branch locations, shall meet ALL of the following requirements": (Under letter "C") - "C. The school and/or massage program is not currently un-approved by CAMTC."
 - 2. Lapse in school approval status on CAMTC website: directly impacts recruiting of students into our Massage Therapy Certificate. "CAMTC School Code: SCH0120 Expired: 6/30/2018 (Education completed on or before June 30, 2018, will continue to be accepted.)".
 - 3. CAMTC school approval status reinstated: Aug 10, 2018.
- 4. Demographics: females continue to be predominate within this profession.**
- 5. Overall Student Success/Retention Rates:**

| | 2017/2018 | | 2016/2017 | |
|------------------------|-----------|--------------|------------|---------|
| | WELL | Skyline | WELL | Skyline |
| Success Rates | 71% | 74.6% | 87% | 73.8% |
| Retention Rates | 83.9% | 87.3% | 94% | 86.9% |

- a. **2017-2018 overall WELL Program** is at 71% success rate below the 75% institutional expectation and Skyline College (74.6%).

6. Program Demographic Student Success/Retention Rates Overall

| Success Rates | Gender | | Ethnicity | | Age | |
|---------------|---------|-------|--------------------|-------------------------------|---------|-----|
| | | Males | 80% | American Indian/Alaska Native | 100% | 60+ |
| | Females | 68% | Unreported | 95% | 23-28 | 81% |
| | | | Asian | 83% | 29-39 | 75% |
| | | | Filipino | 76% | 40-49 | 72% |
| | | | Hispanic/Latino | 71% | 50-59 | 67% |
| | | | White/Non-Hispanic | 70% | 18-22 | 56% |
| | | | Black/Non-Hispanic | 67% | under18 | 50% |
| | | | Multi Races | 60% | | |

- Gender comparison overall success rates** in WELL males out performed females (80%/68%) and this was across the board face-to-face and online as well.
- Gender comparison overall retention rates** in WELL Program overall males out performed females (91%/86.7%) and with online courses as well. Face-to-face courses females (93.5%) very slightly out performed males (93.2%).
- Ethnicity success rates** meeting 70% or above - were American Indian/Alaska Native (100%), Unreported (95%), Asian (83%), then Filipino (76%), then 40-49 (72%).
- Age comparison success rates** meeting 70% or above– 60+ (82%), then 23-28 year olds (81%), then 29-39 (75%).

7. Student populations with under-performing success rates:

- Overall:** Wellness Program by gender presented with females 68% while the college was at 70.7%.
- Ethnicity** within the WELL Program identified Multi Race 60% the college at 72%, Black/Non-Hispanic accounted for 67% with the college at 63%.
- Online:** Gender comparatively between the WELL Program and Skyline identified males underperforming with WELL (53.8%) and Skyline (62.1%).
- Online gender overall** under-performing success rates both success rates (WELL male-58.3%/female-61.4%) are below Skyline College success rate of 62%. Neither meeting the 75% benchmark.
- Ethnicity under-performing success rates include:**

| | Hispanic/Latino | Multi Race | White Non-Hispanic | Black Non-Hispanic |
|----------------|-----------------|------------|--------------------|--------------------|
| WELL | 48% | 52% | 66% | 67% |
| Skyline | 62% | 66% | 74% | 47% |

- Age:** with the exception of 60+ success rate of 80% success rates for all other age groups performed at 62% or below.

8. **It is continually an ongoing effort** to search for different ways to improve student success. To increase enrollment we would need to recruit more students for the massage therapy program and offer increased number of sections by hiring at least one to two more adjunct faculty. In order to be student ready we need to hire a lab assistant and/or supervisory role title to enable independent supervision of students for make-up hours, tutoring and assisting students in the lab specific to the Wellness Program.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Course Level SLO's:

1. We are currently in our 2nd year of a three year cycle of SLO assessments.
2. All course SLO's were updated with our last CPR in Spring 2017.
3. We have continued assessing our SLOs since Fall 2016 and will continue to do so in order to get a better idea of any trends and potential areas that students as well as faculty need to focus on fine tuning our teaching pedagogy accordingly and cultivate our energy and attention within our curriculum.
4. Additionally the curriculum supports the success of our students with our WELL MBLEx first time pass rates (84.6%) for 2017 (cohort 2016/2017) being well above National first time pass rates (72.9%) meeting the CAMTC criteria to maintain school approval status.
 - Putting this into perspective - overall MBLEx pass rates: WELL (84.6%), National (66.7%), California (65.2%).
 - Caveat – completions rates – there was a curriculum transition in the WELL Program Massage Therapy Certificate due to restructuring to meet increased academic standards. New curriculum implemented in the 2016/2017 academic year - going from a 2 semester program 2014/2015 (WELL 701/702) & 2015/2016 (WELL 701/702) to a three semester program that ended during the summer for 2016/2017 & 2017/2018 academic years. This is significant because the three semester program ends in summer 2017. My understanding the 2016/2017 certificate completion rates are identified in the 2017/2018 academic year. Hence, why 2016/2017 completions indicate there were no students that completed the program.
5. Reviewing the data that was reported with the previous WELL courses the SLO data from 2017/2018 academic years indicate that all WELL course SLO's assessed met their criteria.
6. Although the success rate has met the criteria there is always room for making the curriculum better and assessments as genuine and useful as

possible. Continual ongoing dialog and collaboration between WELL faculty implementing SLO assessments that are authentic and valuable both academically and with real-world implications.

PSLO's

1. Revision of SLO's mapping to PSLOs conducted with the implementation of the new massage therapy courses and individual courses in 2017 as part of our Comprehensive Program Review (CPR).

Evidentiary Documents

[2018 WELL Four Column Report.pdf](#)

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

1. Previous Analysis of Process Achieved

- a. Implemented open lab for greater student access to practice outside of class, during designated hours, as well as implemented for student make-up hours required if class is missed.
- b. Curriculum refinements – these are always apart of the process to see what works and what could be improved. Bottom line programs can always be better. Timeline ongoing.
- c. Departmental website organization can be improved to align with CAMTC compliance guidelines, and ease for student access to the information about our program. This is a major hub for attracting potential students and anyone interested in getting accurate information about our program.
- d. Advertising – our evening program is not as visible as it could be. Suggestions from the industry identified digital advertising or social media (Google, Yahoo, FaceBook) implementing, specific name, titles, and pop-ups associated with key terms. Implement advertising geared towards adult learners as well as veterans, sport clubs, yoga studios, dance studios, gyms, Whole Foods, Sprouts, Rainbow Market among others. Broaden advertising to include various health disciplines/professions. Supported by our Advisory Board.
- e. Implemented embedded tutoring, with CAMTC CMT, creating student success within this program as well as implementing outreach and designated make-up hours.

2. Program Environment

- a. LOAD has been decreasing/increasing over the past few years in two year intervals some contributing factors include 2017/2018 online courses not being offered, marketing our program beyond his schools, health and career fairs for recruit students, and independent website organization that reflects our professional standards, scope of practice inclusive of health care.
- b. External factors include implementation of CAMTC regulations, MBLEx requirements, school approval/re-approval status. These factors within the profession have directly impacted decreasing enrollments with many school and program closures.

3. Retention

- a. Overall 017/2018 retention - WELL Program 83.9% compared to Skyline 85.6%

- b. Overall 2017/2018 withdrawal rates - WELL Program (16.1%) compared to Skyline College (14.4%).
- c. Implementing academic advising, faculty scheduled office hours, and TRIO student support services.

4. Demographics

- a. Advertising – needs to be specific to our student demographics, non-traditional college students, disproportionate students, and male population.

5. Course Level SLO's

- a. Revision of SLO's mapping to PSLOs conducted in 2017 as part of our Comprehensive Program Review (CPR).
- b. Assessments started in Fall 2016 and we are in in our 2nd year. We will continue to identify trends and potential areas to fine tune our teaching pedagogy and supports our PSLO's.
- c. Additionally the curriculum supports the success of our students with our MBLEx first time pass rates (84.6%) for 2017 (cohort 2016/2017) being well above National first time pass rates (72.9%) meeting the CAMTC criteria to maintain school approval status.
 - i. Putting this into perspective - overall MBLEx pass rates: WELL (84.6%), National (66.7%), California (65.2%).

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

1. **ISLO assessment Lifelong Wellness** - participated in Fall 2017.
2. **Assessment:** Comparative perspectives of self-care using food by implementing food journals from three different perspectives: Western, Chinese Medicine and Ayurveda. Students after doing these three separate assignments implement an opinion paper addressing the similarities and differences between these perspectives of how food is used for health and healing. This addresses the traditional theories with which each philosophy is based, the application of individualized menu planning, and self-reflection of the process and its personal impact.
This ISLO: Develop attitudes central to lifelong learning; openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. There were 21 students in this weekend course. Overall 71% of the students achieved proficiency as stipulated by the rubric provided.

| | | | | |
|-----------|------|------|-------------------|-----------------------|
| Excellent | Good | Fair | Needs Improvement | Did not do assignment |
| 13/70% | 1/5% | 1/5% | 1/5% | 5/24% |

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

1. We are continuing the implementation of many items in our last CPR strategy (SPR 2017).
2. Next academic year:
 - a. **We are keeping abreast of the changing landscape of the massage therapy profession.** The CAMTC School Re-Approval Application is due in order to meet the CAMTC school approval status that expires in June 2018. The application has yet to be turned in by the department, but it is being worked on. If this does not make the deadline the students will lapse in school approval status and will not meet the established regulatory criteria in order to acquire CAMTC certification that is required in San Mateo County or take the MBLEx.
 - b. **Continue to monitor students success rates and maintaining CAMTC MBLEx pass rates** compared to national standards. The statistics indicate that the two semester implementation of this program was inadequate preparation with an overall WELL pass rate of 55.6% compared to the national pass rate of 66.4%.
 - c. **Increase our enrollments** it would be beneficial to expand the advertising to specific student demographics related to our program and specific to our field within the wellness and integrative healthcare professions. Many students do not know we are here. According to surveys given on the first day we have identified that these students learned about WELL courses primarily from the class schedules or from a friends, former students and postings on school boards around campus. The website needs to be updated. Intentional advertising specific to our student demographics and disproportionate student population. Our Advisory Board identified that the website could be easier to navigate, and easier to find WELL courses.
 - d. **Employment** – Employment for massage therapists are projected to grow 26 percent from 2016 to 2026, much faster than the average for all occupations.

| Massage Therapy | |
|---|---------------|
| (Occupational Outlook Handbook, April 2019 Edition) | |
| 2016 Median Salary | \$21,340/year |
| 75% | \$41,420/year |
| 90% | \$78,220/year |
| Number of Jobs (2016) | 160,300 |
| Job Outlook 2016-2026 (Faster than average for all occupations) | 26% |
| Massage Therapists | |
| Percent change in employment, projected 2016-26 | |
| Massage therapists | |
| 26% | |
| Other healthcare support occupations | |
| 22% | |
| Total, all occupations | |
| 7% | |
| <p>Note: All Occupations includes all occupations in the U.S. Economy. Source: U.S. Bureau of Labor Statistics, Employment Projections program</p> | |

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Moving into 2018/2019, current program goals/plans are:

- I. Required for program implementation directly impacting our students employability success:
 1. Maintain CAMTC school approval status required for students to gain employment.
 2. Maintain student MBLEx pass rates within 10% of the National first time pass rate required by CAMTC to maintain school approval status.
 3. Continue to educate administration, division and department alike to clarify inaccurate information associated with personal assumptions and interpretation of massage rather than massage therapy as a profession.
 4. Continued education and clarification regarding scope of practice, professional standard distinctions within this department, division and institution. Lines are blurred in this department and has potential legal implications.
 5. Continue to articulate the distinction of entry-level MBLEx requirements associated with academic rigor and depth inclusive within various employment settings including spa.
 6. Target market advertising specific to our student demographics, profession, academic disciplines and multi-discipline therapies associated with holistic/integrative health professions. Continue to also work with Andrea Visner through career technical education caeer and workforce programs.
 7. Website update – ongoing for the past 4 years and has yet to be implemented. Update information to reflect our professions professional standards, scope of practice, that meets CAMTC policies, update to contain accurate information. Although this has been addressed numerous times, with proposed changes provided, to the department and marketing this has not been changed.

II. Assist student success within our program – requesting institutional support:

1. We need support from administration (department, division and institution) that is aligned and reflects the professional standards, scope of practice and State/local laws associated with our program. This supports being student ready otherwise if actions implemented contradict what the students are required to learn then this sends a wrong message to our students and is not aligned student readiness.
2. Hire additional adjunct faculty to assist in teaching courses. This will also assist in freeing up some time for faculty to receive release time associated with support for student readiness.
3. Hire a lab assistant, specific to the WELL Program, with a title that reflects their position associated with our scope of practice; rather than as a “COSM aide”. Our profession does not fall under cosmetology licensure. This is professionally inappropriate and not aligned with our professional standards and scope of practice.
4. Hire a program assistant, agreed upon by faculty within the Wellness Program, that is experienced with the massage therapy profession, CAMTC policies and procedures; to assist with administrative duties, outreach, potential student interest, rather than shared (this has not been very effective for the reasons stated previously. This in turn free's up the faculty member to allot their time to be focused on curriculum and student needs in order to be student ready.
5. Imbedded tutoring for our students to support student success implemented by a CAMTC certified massage therapist and “Qualified Instructor”.
6. Acquire needed teaching aids to assist in the students learning and success.
7. Increase open lab opportunities for students to practice. To do this we need to hire a position that must be CAMTC certified and a CAMTC “Qualified Instructor” to sign off hours unsupervised.
8. Minimize, as much as possible, out of pocket expenses for students.
9. Increase community service opportunities in various environments.
10. Website reorganization, enhancements and updates –provides ease of navigation for students, or anyone else, finding information about our program, courses and faculty and accurate information about our program.
11. Advertising specific for our professions professional standards, scope of practice, student demographics, multi-disciplined profession, and diverse work environments.

12. Individualized budget for WELL Program advertising in general to increase enrollments. Wellness Program and its massage therapy certificate is multi-disciplined. Most of the students, as surveyed by this institution, during Guided Pathways, overwhelmingly identified WELL as a health related/health care profession. This institution, division, and department needs to recognize this program as such and implement inclusive advertising related to these disciplines as well.

The current alignment with cosmetology (beauty and skin care) is stifling the WELL Programs growth for reasons already stated. If cosmetology students were primarily taking these courses, similar to that of a beauty school, then there could be justification. However this is not the case, this is a community college, and our profession is a stepping stone into many health related professions traditional and non-traditional alike. Please no disrespected intended - this departmental implementation is analogues to fitting a square peg into a round hole. This is not in the best interest of either programs especially with shared budget and resources. Can we collaborate – absolutely! We already are in the evenings, we collaborate with the evening Estee’s, and have been for the past 4 years. It’s challenging to build a program that is advertised basically as a “cosmetology program” essentially seen with our website, banners, flyers etc...when we have professional standards and scope of practice inclusive within the health care profession. We are missing an opportunity not only for attracting potential students but to also increase male student enrollments within this program as well.